

PERKINS RESERVE SPECIAL POPULATION GRANTS

Presented by:
Renee Harris – Office of Public Instruction

Kathy Wilkins – Office of the Commissioner of Higher Education

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CARL PERKINS ACT PURPOSE

To further develop academic and career and technical skills of secondary & postsecondary Career and Technical Education (CTE) students by:

- Developing challenging ***academic and technical*** standards
- ***Integrating*** rigorous and challenging ***academic and career and technical*** instruction
- Designing activities to ***develop, implement, and improve*** CTE
- National research and dissemination of ***best practices***
- Providing technical assistance that ***improves the quality*** of CTE teachers, faculty, administrators, and counselors.
- Supporting workforce development ***partnerships***
- Provide ***lifelong learning*** opportunities with the knowledge and skills needed to keep the ***United States competitive***.

ELIGIBLE PERKINS RECIPIENTS

“(14) ELIGIBLE RECIPIENT.—The term ‘eligible recipient’ means—S. 250—6

“(A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or

“(B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132.

ELIGIBLE PERKINS RECIPIENTS

“(13) ELIGIBLE INSTITUTION.—The term ‘eligible institution’ means—

“(A) a public or nonprofit private institution of higher education that offers career and technical education courses that lead to technical skill proficiency, an industry-recognized credential, a certificate, or a degree;

“(B) a local educational agency providing education at the postsecondary level;

“(C) an area career and technical education school providing education at the postsecondary level;

“(D) a postsecondary educational institution controlled by the Bureau of Indian Affairs...

“(E) an educational service agency; (a regional public multi-service agency authorized by State statute to develop, manage, and provide services or programs to local educational agencies.)”or

“(F) a consortium of 2 or more of the entities described in subparagraphs (A) through (E).

DEFINITION OF CTE

“(5) CAREER AND TECHNICAL EDUCATION.—The term ‘career and technical education’ means organized educational activities that—

“(A) offer a sequence of courses that—

“(i) provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;

“(ii) provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and

“(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph; and

“(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

WHAT TO INCLUDE

- Just like your local grant applications, these grants must meet the Allowable and Unallowable Expenses – (* page 8)
<http://mus.edu/wd/Assets/PP/AllowableExpenses.pdf>.
- High skill, high wage, or high demand – Scoring for this category is 30 points. The scorers will look at the strategies and the if the programs addressed meet the criteria for all three. Priority will be #1 wage, #2 demand, #3 skill

OSDS OCCUPATIONAL SUPPLY DEMAND SYSTEM

CIP Information: 15.0803 Automotive Engineering Technology/Technician

Sub-Baccalaureate Occupations			Criteria			Employment			
SOC Code	SOC Title	Empl Est 2008	High Demand	High Wage	High Skill	High Demand	High Wage	High Skill	Empl Proj 2018
49-3023	Automotive Service Technicians and Mechanics	2,809	yes		yes	2,809		2,809	3,179
49-3093	Tire Repairers and Changers	834							912
	Totals	3,643				2,809		2,809	4,091
Percent of Total Employment						77.11%	0.00%	77.11%	

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BUDGET BREAKDOWN

Anticipated State Allocation: \$5,825,871

85% must be go to eligible high schools & postsecondary Institutions \$4,588,171

The state may set-aside up to 10% of the 85% for \$458,817

“(c) RESERVE.—From amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for career and technical education activities described in section 135 in—

“(1) rural areas;

“(2) areas with high percentages of career and technical education students; and

“(3) areas with high numbers of career and technical education Students.

COMMITMENT TO CBOS (FROM THE MONTANA STATE PLAN PAGE 62)

...The State is strongly committed to improving services for special populations and supporting the involvement of Montana-based non-profit organizations with established ties at the community level, where appropriate. Given the variety of priorities under the Perkins Act, the State CTE Executive Leadership Team believes a more flexible approach to annual decisions about the Reserve Funds is more appropriate than the current MOU would allow. Therefore, beginning with program year 2009-2010 through 2012-2013 (after the current MOU has expired), Montana will set aside \$180,000 on an annual basis (dependent upon the allocation of the federal funds) to support projects, on a competitive basis that develop and refine strategies to successfully serve special populations. In each application submitted by a school district, a postsecondary institution, or jointly between two or more such entities, the applicant must demonstrate that one or more Montana-based non-profit organizations were given the opportunity to play a significant role in the project...

WHAT DOES THE DATA SAY?

- Nontrad completion is the focus of secondary attention for special population group for 2011-2012
- This would be females in Industrial Technology, and males in Health Sciences and Family and Consumer Sciences.

Perkins IV ACCOUNTABILITY DATA--Performance Indicators						Academic Year: 2008-2009			
Updated: March 11, 2010									
MONTANA		1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2
Numerator		3980	2708	54	5394	5387	4410	5148	288
Denominator		5070	5070	54	5474	5598	5201	23728	2279
Your Results		79%	53%	100%	99%	96%	85%	22%	13%
State Negotiated Goal		74%	51%	80%	80%	80%	82%	10%	10%

Perkins IV ACCOUNTABILITY DATA--Performance Indicators						Academic Year: 2009-2010			
Updated: December 28, 2010; submitted to <i>EDFacts</i> & CAR									
MONTANA		1S1	1S2	2S1	3S1	4S1	5S1	6S1	6S2
Numerator		3861	2589	186	5173	5094	5411	5129	345
Denominator		4935	4935	214	5302	5297	5505	22749	2518
Your Results		78.2%	52.5%	86.9%	97.6%	96.2%	98.3%	22.5%	13.7%
State Negotiated Goal		66.6%	45.9%	73.8%	73.8%	73.8%	73.8%	14.0%	14.0%
(90% Threshold Target)									
Perkins IV Core Indicator 6S2--Non Trad Completion									

Perkins IV Core Indicator 6S2--Non Trad Completion

State Goal: 10%; Threshold Target: 9%

Numerator: Number of CTE concentrators from underrepresented gender groups who completed a non-trad program.

Denominator: Number of CTE concentrators who completed a non-trad program.

WHAT DOES THE DATA SAY?

- Identify performance indicators falling below the negotiated target.
- Next look at programs within that indicator that are contributing to the deficit performance.

Perkins Performance Indicators

College: Anywhere College USA

Grant ID: 449682 Grant Year 2014-2015

Goals for Anywhere College USA

Programs:	2010 Concentrators	50.00% 1P1	54.91% 2P1	63.36% 3P1	83.68% 4P1	10.29% 5P1	7.92% 5P2
092 - Practical Nursing (Degree: AAS) - NT M HD HS	79	96.67%	100.00%	100.00%	66.67%	15.15%	15.56%
096 - Process Plant Technology (Degree: AAS) - NT F HS	43		68.75%	94.12%	73.33%	13.64%	16.67%
045 - Radiologic Technology (Degree: AAS) HW HS	29	100.00%	87.50%	93.75%	71.43%		
063 - Registered Nursing (Degree: ASN) - NT M HD HW HS	50	81.82%	100.00%	100.00%	79.17%	1.85%	2.56%
086 - Welding and Metal Fabrication Technology (Degree: CAS) - NT F HD HS	19		50.00%	61.54%	69.23%	3.03%	0.00%
College Results:	588	84.93%	59.81%	91.10%	66.29%	10.32%	11.73%
College Goals:		50.00%	54.91%	63.36%	83.68%	10.29%	7.92%
State Goals:		61.00%	53.00%	61.00%	74.00%	13.00%	12.25%

DIGGING DEEPER

Fiscal Year: Summer 2014 – Spring 2015 **Academic Year:** Summer 2014 – Spring 2015 **State Indicator & Goal:** 2P1 Completion 53.00%

Numerator: Number of CTE concentrators who received, or were eligible to receive an industry-recognized credential, a certificate, or a degree and left postsecondary education during the reporting year.

Denominator: Number of CTE concentrators who left postsecondary education during the reporting year.

Montana Field: Manufacturing, Engineering and Industrial Technologies - Career Cluster: Architecture and Construction

150201 - Civil Engineering Technology/Technician (Nontraditional for Females)

	Totals	Males	Females	American Indian or Alaskan	Asian or Pacific Islander	Black-not Hispanic	Hispanic	White-not Hispanic	Ethnicity Unknown	Disability	PELL or BIA	Non-trad Gender	Displaced Home-makers	Single Parents	Limited English
Any Place College USA – Civil Engineering Tech AAS															
Remainder	3	2	1	0	0	0	0	3	0	0	2	1	0	0	0
Numerator	7	6	1	0	0	0	0	6	1	1	2	1	0	0	0
Denominator	10	8	2	0	0	0	0	9	1	1	4	2	0	0	0
Results	70.00%	75.00%	50.00%	0.00%	0.00%	0.00%	0.00%	66.67%	100.00%	100.00%	50.00%	50.00%	0.00%	0.00%	0.00%

Grantee Goal: 35.78%

Totals/Results for 150201 - Civil Engineering Technology/Technician (high wage) (high skill)

OCHE Goal: 53.00%

Remainder	3	2	1	0	0	0	0	3	0	0	2	1	0	0	0
Numerator	7	6	1	0	0	0	0	6	1	1	2	1	0	0	0
Denominator	10	8	2	0	0	0	0	9	1	1	4	2	0	0	0
Results	70.00%	75.00%	50.00%	0.00%	0.00%	0.00%	0.00%	66.67%	100.00%	100.00%	50.00%	50.00%	0.00%	0.00%	0.00%

150503 - Energy Management and Systems Technology/Technician (Nontraditional for Females)

	Totals	Males	Females	American Indian or Alaskan	Asian or Pacific Islander	Black-not Hispanic	Hispanic	White-not Hispanic
Someplace College USA – Energy Technology Program								
Remainder	20	13	7	2	0	0	1	13
Numerator	2	1	1	1	0	0	0	1
Denominator	22	14	8	3	0	0	1	14
Results	9.09%	7.14%	12.50%	33.33%	0.00%	0.00%	0.00%	7.14%

11/19/2010 - NOTE: This information is for faculty use only. The information has personally identified

- Next go to the indicator report for the programs identified and look for “red flags” for the special populations data.
- Seldom from these reports will you be able to identify the “why”
- Gather other data resources or develop a strategy to identify the “why” or cause

ACTIVITIES

- ✘ Summary of deficit performance – the summary must site performance deficits including additional information sources used as well as possible causes for the deficit performance.
- ✘ Activities – must address the deficits within the Perkins required and permissible uses of funds.
- ✘ Activities must impact Perkins concentrators:
 - + Secondary – a 12th grade student who has completed 3 credits or 6 semesters
 - + Postsecondary – a student who has completed at least 12 credits

CONTACTS

- ✖ **Postsecondary:** (a new grant manager will be hired and will assume responsibility for these grants. Kathy will be the contact until the new Manager is hired.)
 - + Kathy Wilkins, Perkins Accountability Specialist & Grant Manager
 - + kwilkins@montana.edu – 406.444.0313
- ✖ **Secondary:**
 - + Renee Harris, Perkins Health Sciences Specialist
 - + rharris@mt.gov – 406.444.2059